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STUDENT REPORT

ON PREPARING FOR SQUADRON COMMAND

MAJOR ARTHUR B. MORRILL 111, USAF
88-1895

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ON PREPARING FOR SQUADRON COMMAND

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PREFACE

This study addresses the broad issue of preparing Air Force officers to command a squadron. A review of civil and military literature on executive development provided the theoretical framework for the study. A review of squadron commander orientation courses offered by five US Air Force major commands (MAJCOMs), i.e., AFCC, ATC, MAC, SAC, TAC, provided insight as to how theory was put into practice. Finally, conclusions were drawn and recommendations made.

The issue of preparing for command is of special interest for two reasons. From the professional perspective, the author believes it vital that as a military service, the Air Force should take great pains to deliberately prepare its officers to fulfill the essence of their commission over the long term, i.e., to lead troops as a commander in the fulfillment of a mission. This could result in improved performance by squadrons satisfied with their leadership and their role in mission accomplishment--a double bonus. A related benefit is whether or not an officer commands, that officer will be better for having gone through such a program. This subject also has personal relevance since the author will command an aircraft maintenance squadron upon completion of his studies at the Air Command and Staff College. Regardless the motivation at work, however, the author hopes the material presented herein will shed more light on a critical subject, with the result being the subject receives further study.

As closing comments, the author thanks Colonel Cecil C. Robins, USAF, for being a thought-provoking advisor whose comments and suggestions were invaluable in the course of this study. Special thanks also go to two long-time friends. First, the author is grateful to Major Daniel J. Mumaugh, USAF, for having the patience to listen while the author droned on about the subject. Second, the author thanks Dan's wife Cheri for her heroic efforts in saving him from certain death due to punctuation. Most important, the author thanks his wife Shawna for providing more support and encouragement that husband could ever hope to have--something she did despite being stationed in the Federal Republic of Germany.



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ABOUT THE AUTHOR

Major Arthur B. Morrill III, USAF, was commissioned through the Air Force Officer Training School in 1976. His military training and education includes the Aircraft Maintenance Officer Course (1976-1977), the Squadron Officers' School (1981), the Air Staff Training Program (1981-1982), and the Foreign Service Institute's (US Department of State) Negotiations Arts and Skills Course (1986). He holds a Bachelor of Science in History and Political Science, *cum laude*, from the College of Great Falls, Montana (1975), and a Master of Public Administration degree from Ball State University, Indiana (1981). In addition to his duties as an Air Command and Staff College (ACSC) student, he is a doctoral student with the University of Alabama and is pursuing a doctor of public administration degree. His military experience includes line and staff positions ranging from the squadron level to the Air Staff. While serving in his primary specialty of aircraft maintenance, he was the company grade aircraft maintenance officer of the year for the Strategic Air Command in 1978 and the same for the United States Air Forces in Europe in 1983. Major Morrill will command the 375th Consolidated Aircraft Maintenance Squadron (MAC), Scott Air Force Base, Illinois, upon his graduation from ACSC in June 1988.

TABLE OF CONTENTS

Preface.....	iii
About the Author.....	iv
List of Illustrations.....	vi
Executive Summary.....	vii
CHAPTER ONE--INTRODUCTION	
Background of the Problem.....	1
Significance of the Problem.....	1
Assumptions and Limitations.....	3
Objectives of this Study.....	4
CHAPTER TWO--THOUGHTS ON SQUADRON COMMAND	
The Need to Prepare for Command.....	6
Leadership, Management, or Peaceful Coexistence?.....	9
CHAPTER THREE--THE MAJCOM APPROACH TO PREPARATION	
Introduction.....	11
Methodology.....	11
The Air Force Communications Command.....	12
The Air Training Command.....	14
The Military Airlift Command.....	16
The Strategic Air Command.....	18
The Tactical Air Command.....	19
CHAPTER FOUR--CLOSING THOUGHTS	
Findings.....	20
Recommendations.....	24
Conclusion.....	26
REFERENCES.....	28
APPENDICES:	
Appendix A--Air Force Communications Command Syllabus.....	33
Appendix B--Air Training Command Syllabus.....	40
Appendix C--Military Airlift Command Syllabus.....	44
Appendix D--Strategic Air Command Syllabus.....	63
Appendix E--Tactical Air Command Syllabus.....	73

~~LIST OF ILLUSTRATIONS~~

TABLES

Table 3-1--Key Subject Areas Presented in MAJCOM Squadron Commander Courses.....	13
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FIGURES

Figure 3-1--MAC Handbook Extract.....	17
Figure 3-2--SAC Handbook Extract.....	18



EXECUTIVE SUMMARY

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Major Arthur B. Morrill III, USAF

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ON PREPARING FOR SQUADRON COMMAND

This study addresses the broad issue of preparing Air Force officers for squadron command. A review of civil and military literature on executive development provided the theoretical framework for the study. A review of squadron commander orientation courses offered by five major commands (AFCC, ATC, MAC, SAC, TAC) provided an insight as to how theory was put into practice. Finally, conclusions were drawn and recommendations made to improve the process of preparing officers for squadron command.

The research revealed a need to prepare officers for squadron command and that the five MAJCOM orientation courses are useful, though several have a program vice a commandership orientation. Unfortunately, these courses are only offered at or near the officer's assumption of squadron command. To foster a long-term squadron commander development program, three recommendations are made: conduct an annual inter-MAJCOM conference on squadron commander development programs; establish a MAJCOM course with commandership as its central focus; and modify the Air Command and Staff College curriculum by making commandership a major phase of instruction.

Chapter One

INTRODUCTION

BACKGROUND OF THE PROBLEM

Is there a need for a base-level course aimed at preparing captains, majors, and lieutenant colonels for command positions? This is the question posed by HQ USAF/DPXIL in their research topic proposal to the Air Command and Staff College. More specifically, the DPXIL topic submission posed the following:

Assuming command of a squadron is perhaps one of the most demanding and important jobs within the Air Force. Unfortunately those selected rarely receive any formal training, instruction, or preparation for this formidable task. This project would develop a one-week, base-level, course aimed at preparing Captains, Majors, and Lieutenant Colonels for command positions [emphasis added]. Such a course would focus on the commander's leadership responsibilities--the mission and their people, common disciplinary problems and answers, the first sergeant, counselling, and the general administration of personnel. To the maximum extent possible, this course will rely on and employ local volunteers and experts. The project officer(s) should have command experience and be prepared to develop all aspects of the course--from objectives, to course materials, to instructor guides (17:55).

The sentence highlighted above was posed as a result of HQ USAF/DPXIL's responsibility for examining leadership issues in the United States Air Force--a responsibility which has since been transferred to the Air University's Deputy Chief of Staff for Plans, AU/XPOS. While the DPXIL proposal is not being pursued as the specific object of this study, it did provoke this author to examine the general subject of preparing United States Air Force officers to assume and successfully exercise command of a squadron.

SIGNIFICANCE OF THE PROBLEM

Why is the problem of preparing officers for squadron command important? To begin to consider that question, we must refer to the *raison d'être* of the United States Air Force:

It is the intent of Congress to provide an Air Force that is capable, in conjunction with other armed forces, of preserving the peace and security, and providing for the defense, of the United States, the Territories, Commonwealths and possessions, and any areas occupied by the United States; supporting national policies; implementing the national objectives; and overcoming any nations responsible for aggressive acts that imperil the peace and security of the United States (15:1-1).

In terms of the need to prepare Air Force officers to command a squadron, the charter above is important in that it implies squadron commanders must be so capable as leaders and managers as to insure their share of the defense of the United States is provided. If officers do not inherently possess specific and fully developed leadership and management skills, it follows that these qualities must be developed within officers identified as having the potential for command, i.e., increased rank. Thus, once these officers are identified as being potential candidates for command--at whatever point in time that occurs--it also follows that a comprehensive program of development should support the needs of the Air Force and the needs of the officers selected for further development.

In recent years, a great deal of attention has been devoted to identifying, formally or otherwise, the qualifications deemed requisite to advance in rank and position in the United States Air Force. To create or enhance these qualifications, the Air Force has long been an advocate of formal, specific training and education. This is largely due to its heavy orientation on technology resulting from the continually increasing sophistication of its weapons systems. However, this technical orientation addresses only one portion of the developmental needs of officers preparing to assume the increased responsibility associated with command of a squadron. "Lawrence A. Appley, former president of the American Management Association . . . confirms . . . that technical knowledge alone is not enough and that effective action presupposes effective motivation of subordinates and associates" (1:314-315).

In pursuing technical and other more broadly-based developmental needs, Air Force officers are prepared to assume positions of increased responsibility, i.e., squadron command, through one or more of the following methods:

1. Air Force Technical Training. Technical training is generally related to an officer's primary Air Force Specialty (AFS). It is designed to result in an officer either being awarded an Air Force Specialty Code (AFSC), an increased skill level in that AFSC, or a Special Experience Identifier (SEI).
2. Assignments. Officers are moved through a series of assignments which may not be exclusively related to the officer's primary AFS. These horizontal and vertical assignments increase the officers' experience and ability in their specialties. Officers may also gain in other fields,

e.g., through the Rated Supplement program. The nature, length, and timing of any of these assignments vary considerably.

3. Professional Military Education (PME). Unlike technical training, PME is general in nature and not AFS-related. It is either provided in-residence, via seminar or through correspondence courses. Air Force officer PME includes the Squadron Officers' School, the Air Command and Staff College, and the Air War College. The Department of Defense and other services operate similar schools which Air Force officers are eligible to attend.

4. Project Warrior. The Project Warrior Program is a purely voluntary program that can take many forms, e.g., from informal and individual professional reading to organized field trips for groups.

5. Self-Development. An officer's self-development efforts may range from self-study to the pursuit of advanced civilian degrees. This category may or may not be related to any of the preceding categories, e.g., technical training, assignments, PME, or the Project Warrior Program.

While the above list appears to indicate a comprehensive and integrated program of officer development exists, in practice a different reality is at work. As DPXIL stated in their proposal cited earlier, there is no Air Force organizational activity expressly charged with insuring an individual is exposed to these types of officer development vehicles as a part of a comprehensive program. Instead, the extent of an officer's involvement with these professional development opportunities varies considerably due to the AFSC of the officer, the officer's supervisor or commander, or budget constraints, to name a few influences.

These and other real-world constraints often result in the most common forms of officer development being technical training and assignments. Unfortunately, this limited exposure to development options often tends to foster a line or a staff technician orientation vice a leader or a commander orientation--a tendency not totally useful in terms of developing officers to be squadron commanders. This situation is exacerbated by the fact that only a portion of the officer corps is currently recognized as performing as a direct combatant--air base defense requirements notwithstanding. In short, the problem is that there is no single, over-arching, institutionalized, and long-term Air Force executive development program specifically designed to prepare officers to exercise command of a squadron throughout the spectrum of Air Force disciplines.

ASSUMPTIONS AND LIMITATIONS

A study of the DPXIL proposal quoted earlier leads the author to make four assumptions. The first assumption is that the Air Force has an

obligation to prepare its officers to assume significant positions of responsibility, i.e., squadron command. This is particularly important given the gravity of the responsibilities assigned to the United States Air Force by the United States Congress and others. Thus, Air Force squadron commanders should be capable of knowledgeably leading the men and women assigned to them in the successful accomplishment of their respective unit missions. The second assumption is that one-time courses administered world-wide at the base-level would be difficult to administer in a meaningful way and they would not address the more important long-term needs of either the Air Force or the individual officer.

In view of the above, pursuit of the original DFXIL suggestion for a base-level course was abandoned. Instead, a different approach was adopted. This different approach is based on the third assumption that mid-rank officers (senior captains through junior lieutenant colonels) should be prepared for squadron command over the long-term based on the need to support the needs of the Air Force, the major commands (MAJCOMs), and the individual officers aspiring to squadron command. This broad approach should be evident in a long-term development program that addresses the officer's

1. Primary specialty.
2. General, as opposed to specialized, military expertise.
3. Executive (management) performance.
4. Human relations (leadership) skills (6:195).

This approach is based on the fourth assumption that this task of preparation is best accomplished by a concerted effort on the part of the Air Force, its MAJCOMs, and the individuals concerned, with the focus on developing and administering such a program being assigned to the MAJCOMs.

OBJECTIVES OF THIS STUDY

In pursuing the general subject of squadron command, three related objectives are at work. They are as follows:

1. To examine the literature as it relates to consciously preparing individuals for key positions of responsibility and to examine this need as it concerns key issues regarding leadership, management, and squadron commandership.
2. To examine representative major command (MAJCOM) squadron commander "orientation" programs and compare and contrast these programs based on the syllabi and the materials provided to course attendees. Five MAJCOMs will be examined: the Air Force Communications Command (AFCC), the Air Training Command (ATC),

the Military Airlift Command (MAC), the Strategic Air Command (SAC), and the Tactical Air Command (TAC).

3. To discuss the need to train or educate Air Force officers for command in light of the literature reviewed and the five MAJCOM squadron commander orientation programs examined and to make recommendations based on that evaluation.

Chapter Two

ON SQUADRON COMMAND

ON THE NEED TO PREPARE FOR COMMAND

The nature of the role of a commissioned officer in the United States Air Force is that of a profession. More particularly, it is a profession of arms. It is not merely a job, nor is it merely the practice of a narrowly defined specialty. To be sure, there are jobs to be performed by officers within the confines of their profession in general and their specialty area of the moment in particular. However, the notion of profession over the long term and the duties at the moment should not be confused with each other, despite the fact they may overlap and complement each other.

In support of this complementary relationship of military profession and specific military duties, officers generally pursue an informal and *ad hoc* dual-track progression through their service career. On one hand, officers pursue knowledge and experience in their specialty. In doing so, they seek technical proficiency in things such as piloting aircraft, maintaining aircraft, managing computer systems, or attending to patient needs. Conversely, and more important to the task at hand, commissioned officers pursue knowledge and experience in military science. In pursuing both of these tracks, i.e., technical proficiency in a specialty and general knowledge of their profession as it pertains to military science, leadership and management are key ingredients.

Given the efforts officers make regarding their development, is there a need to prepare specifically for command? Edgar F. Puryear, Jr., pursued the answer to this question in his examination of the lives and careers of General George S. Patton, Jr., General of the Army Dwight D. Eisenhower, General of the Army Douglas MacArthur, and General of the Army George C. Marshall.

This comparative study of American military leadership was begun with an inquiry as to whether our "leaders are born not made" and, secondly, as to whether there is a pattern in the qualities necessary to successful military leadership. The leadership profiles of these four generals--Marshall, MacArthur, Eisenhower, and Patton--make it clear that these leaders were

made, not born, and that there is a pattern of common leadership qualities which they shared (9:395).

Max Weber, a renowned 19th century German sociologist, also addressed the issues that arise from this question as a part of his work concerning bureaucracies. At this point, it is useful to briefly look at Weber's thoughts on bureaucracies and those who populate those bureaucracies. In doing so, it must first be remembered that the term "bureaucracy" did not have the negative connotation it often has today. Weber was writing in reaction to the circumstances of his day, i.e., the excesses of royalty, a preoccupation with patronage, and purchase of position, to name a few. Weber saw bureaucracies as a remedy to these circumstances. In this context, Weber concluded "the central advantage of [bureaucratic] organizations is that groups of individuals working through coordinated efforts are able to accomplish more than individuals working independently" (2:19).

Weber concluded that bureaucracies, which he viewed as an essential ingredient of modern society, had a number of identifiable characteristics. One of these characteristics is particularly relevant to the Air Force bureaucracy and the subject of preparing for squadron command. Weber indicated that "individuals making up the bureaucracy require thorough and expert training, reflecting the specialization of their roles" (2:34). This contention could certainly be applied to those working towards preparing themselves for command of a squadron and the specialization that entails. At the same time, however, he surmised that while "the encouragement of specialization is a major strength of bureaucratic organizations. . . , [it] also creates problems relating to integrating individuals of diverse backgrounds and experience" (2:37). In today's Air Force, these problems are evident in the issues of leadership and management as they relate to the nature of squadron command and the preparation of officers to fill the key role of squadron commander.

For the purposes of this study, and given Puryear's findings and Weber's contentions, it is considered axiomatic that officers should prepare themselves to assume command of a squadron. More specifically, it is considered essential. Why is that suggested? Recalling the *raison d'être* of the Air Force cited earlier, a look at civil industry as it relates to the military profession provides an insight.

When we speak in terms of a 20 year career for a military officer and a 45 year career for a business man, we can readily see the requirement to make the military man as productive as possible as early as possible in his career. Why wait until an officer is at his 10th [sic] year of service to expose him to the ideas that will make him more effective. . . ? This is a lesson that industry has learned (19:104).

From these thoughts it can be concluded that officers should prepare themselves to fulfill their obligations by continually seeking opportunities to develop their technical skills as specialists while also

improving their understanding of their profession of arms from the earliest point of service.

Beyond the technical training of an officer (which is beyond the scope of this study), there is the need for the more general professional education and development of officers who are identified as having the potential to command a squadron. As was discussed earlier, this development or education is accomplished through a variety of means, e.g., civilian education, professional military education, self-study, training or orientation courses, and experience. To a large degree, however, the

Services tend to view [this] education as a process that takes place in a classroom environment to train individuals for fairly specific future tasks. The view frequently results in the requirement to transmit an established bloc of information or a procedure to be used in solving a specified problem. In service-sponsored civilian education, this takes the form of identifying the specific job that an individual will subsequently perform to "use" the education. Such a narrow view of education occurs only in a formal school environment and that service education is useful only when it focuses on a specific task to be performed. This view also fosters the mistaken impression that one is educated by the passive act of attendance rather than by an active struggle to formulate and organize new concepts (13:1-54).

The point is that the bulk of the Air Force's interest in officer development is devoted to technical-managerial proficiency. While this orientation is obviously important given the expense and the complexity associated with operating today's Air Force, it addresses only part of a commander's developmental needs. Officers have other more general development needs important to the exercise of command. In this regard, a lesson could be learned from the Soviet military establishment. In the view of Marshal of the Soviet Union A. A. Grechko, "the Soviet officer is primarily a leader *and* (emphasis added) a military specialist. . . ." (4:193). Clearly Marshal Grechko's use of the word "and" to denote coequality is significant. Significantly, he also says "it is essential to help . . . officers develop their operational and tactical thinking, their ability to analyse [sic] the situation in depth, predict the course of events, foresee the outcome of engagements and develop the ability to plan to meet any contingency and any twist on the battlefield situation" (4:195).

While these comments are directed more to the Soviet Army, it is instructive that Marshal Grechko is highlighting the importance of the need to develop an officer's analytical and technical proficiency. By extension, this involves the issues of leadership and management.

LEADERSHIP, MANAGEMENT, OR PEACEFUL COEXISTENCE?

What is at issue today in the Air Force, then, is not whether to prepare for squadron command as much as it is what orientation should be associated with that preparation and when should it begin in a deliberate way? Central to this issue is the question of whether a squadron commander is a leader or a manager (in addition to the officer being a technician in terms of having an AFS). As was briefly mentioned earlier, much has been written about the approaches to service or officership the Air Force and an officer may take. Sadly, these approaches often involve what some observers present as mutually exclusive orientations to officership, i.e., leadership and management.

Setting aside the technician or AFS-related role of all officers, the question of whether a squadron commander is a leader or a manager is at the heart of the issue of squadron command--when and how best to prepare for it and how to exercise it. Unfortunately, some are polarized on this issue. They suggest that management and leadership are extremes on the continuum of officership, with one or the other having a positive or negative connotation. This is based at least in part on the misguided belief that choosing one or the other is the correct approach to take as though this excludible choice would accurately and completely reflect the totality of officership, and thus, commandership.

A squadron commander should not be, and really cannot afford to be, either a leader or a manager at the expense of the other as an overall approach to commandership or officership. Choosing management over leadership, or leadership over management, as an approach to officership and commandership

. . . is misleading because it promotes the idea that leadership can function without management or vice versa. Even worse, it glorifies leadership and denigrates management. . . . Perhaps the real danger in this simplistic solution to the problems of professionalism is that it sidetracks serious discussion about officership and adds another potentially divisive issue to an officer corps already struggling with such divided loyalties as operations vs maintenance, line vs staff, rated vs nonrated, pilot vs navigator, fighter pilot vs multi-engine type, etc (21:1).

In short, "the . . . [contention] is that leadership and management are deeply interrelated concepts and that both are vital elements of sound officership (and thus, commandership). If leadership stems from the heart and management from the mind, this author suggests that mindless leadership is as detrimental as heartless management" (21:2).

To command, then, is to manage well when management is called for, to lead well when leadership is necessary, and to carry out orders and enforce regulations when "going by the book" is all that is required. But to confuse each of these three activities with the full scope of the command function itself is to

underestimate the need for taking intellectual and moral responsibility in the performance of one's military duties (8:29).

With this discussion in mind and considering the point that leadership and management serve as complementary pillars supporting commandership, let us now examine how five MAJCOMs approach preparing Air Force officers for command.

Chapter Three

THE MAJCOM APPROACH TO PREPARING OFFICERS FOR COMMAND

INTRODUCTION

The United States Air Force is essentially comprised of major commands (MAJCOMs), separate operating agencies (SOAs), and direct reporting units (DRUs). A number of these organizations administer courses designed to help prepare officers to better perform as squadron commanders. These courses are known by a variety of names, e.g., Commander's Course, Squadron Commander's Orientation, Squadron Commander's Training Session, to name a few. As a part of the intellectual process resulting from the DPIXL proposal to establish a course aimed at preparing officers for command positions, hard-copy material from several MAJCOMs was studied to learn what was presented to officers to help prepare them for command. In all, course material from five MAJCOMs was studied. The MAJCOMs studied were the Air Force Communications Command (AFCC), the Air Training Command (ATC), the Military Airlift Command (MAC), the Strategic Air Command (SAC), and the Tactical Air Command (TAC).

METHODOLOGY

The MAJCOMs selected for study were picked as a result of a heuristic approach based on two factors. First, MAJCOMs were selected so as to represent a cross section of mission orientations and squadron commander populations, i.e., training (ATC), lower-ranking squadron commanders (AFCC), airlift and special operations forces (MAC), strategic forces (SAC), and tactical forces (TAC). Second, only MAJCOMs with their principal headquarters located in the continental United States (CONUS) were selected for study.

Each of the MAJCOMs mentioned above provided the author with the hard-copy materials they provide to the officers attending their respective MAJCOM course. The purpose of this chapter, then, is to briefly describe and comment on key aspects of the various courses. This will be done using the 19 key subject areas listed in Table 3-1 as a baseline.

Before beginning this examination, it is important to note that while there are similarities between the five MAJCOM programs studied, there are

also clear differences between them. As a result, the course materials provided to the author varied in form, content, and formality. Moreover, it is the author's impression that these courses are evolutionary. Therefore, the hard-copy material provided to one "class" might vary from that provided to earlier or subsequent classes. Thus, the material provided to the author might vary from current curricula. This is not to be construed as necessarily indicating a comprehensive or shallow treatment of the subject by the MAJCOMs studied--especially since much of the material provided to the course attendees is verbal vice written and hence not available to the author for study. Rather, it is the impression of the author that the MAJCOMs have collectively created well-developed programs that address a valid need, i.e., to provide squadron commanders with key information needed to best perform their duties. These MAJCOM programs are encapsulated in Table 3-1 based on 19 key subject areas identified by the author.

THE AIR FORCE COMMUNICATIONS COMMAND (AFCC)

The AFCC Squadron Commanders' Orientation is a four day course held at HQ AFCC, Scott Air Force Base, Illinois. The course is generally offered twice a year and attendees range in rank from captain to lieutenant colonel. The AFCC course is comprised of two parts: briefings and seminars, and bullet background papers (BBPs) provided by the various deputy chiefs of staff (DCSs). Appendix 1 provides a list of the topics addressed in both of these categories.

The briefings and seminars address the full range of topics and are characterized by presentations from most if not all of the DCSs. The briefings and seminars are each supported through the provision of bullet background papers (BBPs) to each course attendee. The provision of BBPs in support of each in-session presentation is a useful technique for two reasons. First, it allows the course attendees to better structure their note-taking while recording comments or thoughts on the subject being discussed at the moment. Second, these BBPs may be used as reference sources after the return of the course attendees to their home station. In addition to the BBPs supporting the briefings and seminars, BBPs on various issues or subjects not presented in session are provided to each course attendee. The obvious benefit to providing this type of supplemental information is that it allows the MAJCOM to inform the course attendees on a number of issues that, due to the time constraints associated with the four day course, they were unable to present in-session.

Using key subject areas listed in Table 3-1 as a baseline and judging by the index of course briefings and seminar topics provided to the author (Appendix 1), several conclusions can be drawn. First, the AFCC in-session program diverges the most from the four other MAJCOMs examined when viewed in relation to the key subject areas listed in Table 3-1. In this regard, the course presentations did not specifically address eight of nineteen key subject areas. Moreover, the topics presented in-session appeared to be in no discernable order, i.e., they did not appear to build on each other.

This varies from the other MAJCOMs examined in that three of the other MAJCOMs diverged in only three key subject areas, while the fourth diverged in just four areas.

Key Subject Areas	AFCC	ATC	HAC	SAC	TAC
MAJCOM Command Section	1/No	Yes/2	Yes/No	Yes/No	Yes/No
Leadership	No/No	Yes/2	Yes/No	3/No	5/Yes
Officership	No/Yes	Yes/2	Yes/No	3/No	5/Yes
Command	No/No	Yes/2	Yes/No	3/No	5/Yes
Program Management	Yes/Yes	Yes/Yes	Yes/Yes	No/Yes	No/Yes
Squadron Administration	Yes/Yes	No/Yes	Yes/Yes	No/Yes	No/Yes
Resource Management	Yes/Yes	No/Yes	Yes/Yes	4/Yes	No/Yes
AF Policy	Yes/Yes	Yes/2	Yes/Yes	4/Yes	Yes/Yes
MAJCOM Policy	Yes/Yes	Yes/2	Yes/Yes	4/Yes	Yes/Yes
MAJCOM Mission Presentation	No/NA	Yes/NA	No/NA	Yes/NA	6/Yes
MAJCOM Staff Agency Issues	Yes/Yes	Yes/2	Yes/Yes	Yes/Yes	6/Yes
Officer Matters	Yes/Yes	Yes/2	Yes/Yes	Yes/Yes	6/Yes
Enlisted Matters	Yes/Yes	Yes/2	Yes/Yes	Yes/Yes	6/Yes
Civilian Matters	No/Yes	No/2	Yes/Yes	4/Yes	6/Yes
Functional Counterpart Period	No/NA	No/NA	No/NA	Yes/NA	Yes/NA
Security	Yes/Yes	Yes/2	No/Yes	Yes/Yes	4/Yes
Legal	Yes/No	Yes/2	Yes/Yes	Yes/Yes	6/Yes
Morale, Welfare, and Recreation	No/No	Yes/2	Yes/Yes	Yes/Yes	6/Yes
Other	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	6/Yes

NOTE: The MAJCOM column entries indicate the following: Presentations/Handouts.

KEY:

1. Course opening and closing comments.
2. Only a few handouts/informational papers were provided to the author. These subjects may, to varying degrees, be addressed in printed matter given to course attendees.
3. Considered included in the SAC Command Section and general officer sessions "CINCSAC Welcoming Remarks," "Remarks/Question and Answers" with CINCSAF/CS, "Enlisted Matters" with CINCSAF/CHS, and in the "Leadership Discussions" hosted by a MAJCOM general officer, respectively.
4. May be included in presentations given to course attendees.
5. Considered included in the TAC Command Section session "Challenge of Command" session.
6. Considered covered in the various OCS functional area briefings.

TABLE 3-1. Key Subject Areas Presented in MAJCOM Squadron Commander Courses

Also significant was the fact that where key subject areas were not addressed in session in the other MAJCOM courses, these subjects were addressed in supplemental information papers provided to course attendees. This was not generally the case with the AFCC course. Only in the key

subject areas of "Officership" and "Civilian Matters" did the AFCC course have informational BBPs on topics in session. Moreover, the key subject areas of "MAJCOM Command Section," "Leadership," "Command," and "Morale, Welfare, and Recreation" were neither treated specifically in session nor via supplemental BBPs.

In looking at the divergent key subject areas more closely, limited command section participation is apparent--a situation which makes AFCC unlike the four other MAJCOMs viewed. Specific topics such as "Leadership," "Officership," and "Command" were not included in the course curriculum--also unlike the four other commands reviewed. Like MAC and SAC, a MAJCOM mission briefing was not provided to course attendees. As to the key subject area titled "MAJCOM Mission Presentation," it could be argued that most attending the course would be familiar with the MAJCOM mission and so the presentation is unnecessary. Nonetheless, it is also likely that not all course attendees may be familiar with the MAJCOM structure, responsibilities, and mission. With this in mind, the needs of the latter group might be satisfied with a MAJCOM mission briefing. As an alternative, a prepared handout on the subject could be made available if course length limitations preclude presentation of such a briefing.

Another key subject area, "Civilian Matters," was treated only in the informational BBPs provided. While the four informational BBPs concerning civilian matters address important issues on this general subject, they neither address the supervisory or disciplinary responsibilities nor prerogatives of a commander--though a brief mention of this general subject is made in a Judge Advocate BBP titled "Utilization of Base SJA and HQ AFCC/JA."

Like two of the other four MAJCOMs examined, AFCC did not include sessions with their functional MAJCOM staff counterparts as a part of the course program. Given the expense associated with Temporary Duty (TDY), this is a missed opportunity. In addition, and unlike the four other MAJCOMs studied, the subject of morale, welfare, and recreation (MWR) was not specifically listed as either an in-session or informational BBP topic. In recent years, minimal pay raises, significant force-wide manpower reductions, and increased time between promotion phase points appear more likely as the rule rather than the exception. As a result, the author contends MWR-related (quality of life) activities will increase in importance as retention and motivation tools. Therefore, a squadron commander needs to be more knowledgeable about these matters and how best to take advantage of their benefits--whether this knowledge is gained in-session, via informational BBPs, or otherwise. Finally, while legal issues were treated in session, it appears no handouts are provided to course attendees that might be used for later reference at their respective duty stations as "memory joggers"--a notable omission.

THE AIR TRAINING COMMAND (ATC)

The ATC Commanders' Course is a five day course held nine times a year at HQ ATC, Randolph Air Force Base, Texas. It is likely this course will be offered only six times a year in the near future. Like AFCC, course attendees range in rank from captain to lieutenant colonel. Not surprisingly, but unlike any other MAJCOM, the ATC Commanders' Course is organized as a formal ATC course, i.e., it has a specifically-assigned course number (ATC 0026) and a well-developed internal administrative organization. However, the formal course syllabus and the course agenda provided to the author vary from each other. Appendix 2, which lists the topics covered in both, also illustrates the differences in content. For the purposes of this study, the course agenda (vice the syllabus) will be used since it best reflects the course actually presented.

The ATC course is organized into seven major interest areas. These areas are orientation and command welcome, quality force development, command and staff agency briefings, perspectives on leadership (which are presented by various DCSs), the "Challenge of Command" (which is presented by the ATC/CC), a field trip to the nearby Military Training Center (MTC) at Lackland Air Force Base, and student discussions.

In addition to discussion sessions held by the ATC Commander and Vice Commander, the course contains a unique session hosted by the ATC Chief of Staff. In this discussion session, the ATC Chief of Staff responds to questions the attendees posed in a questionnaire they received before their departure from their home station.

Unlike all four of the other MAJCOMs examined, ATC did not provide a book/handbook specifically developed by that MAJCOM for the course attendees. BBPs are provided as necessary from course to course. As a result, the ATC course was the most difficult to evaluate either on its own or in comparison to the other MAJCOMs as summarized in Table 3-1. In compensation perhaps, and like several other MAJCOMs, Air University's Leadership and Management Development Center publication Tips for Commanders (Volume IV, September 1985) was provided. While this excellent publication does not address MAJCOM-specific issues, it does provide the course attendees with a consolidation of ideas found useful by various commanders and their staffs.

In examining the ATC course agenda in relation to the 19 key subject areas, Table 3-1 reveals the ATC course addresses most of the areas listed. Four key subject areas are notable for their lack of treatment in session: squadron administration, resource management, civilian matters, and functional counterpart period. These omissions are interesting given the stated purpose of the course as listed in the overview of the ATC syllabus:

The mission of the course is to help unit level commanders become more effective through enlightened management of their human and material resources. The primary objective is to introduce the concept of Quality Force Development and show the commander how to integrate support and service activities in the development of

individual unit members. A collateral objective is to expose unit commanders to the philosophies of the command's key managers, while at the same time offering them the opportunity to exchange ideas with other unit level commanders in a seminar environment. A secondary objective is to update unit commanders' knowledge of current and future ATC personnel and support programs, as well as present topics of special concern to ATC and all Air Force members.

While squadron administration and resource management were not included in the ATC course as key subject area presentations (see Table 3-1), they were addressed in BBPs. Though it could be argued that this does not appear to support the course mission stated above as well as it might, i.e., "... to help unit commanders become more effective through enlightened management of their human and material resources," this author contends this is an appropriate approach given the nature and limited length of this and the other courses.

It is worth noting that the author was handicapped by not having either representative copies of the informational BBPs or other handouts that might be provided to the ATC course attendees or a formal handbook or issues book along the lines of the MAC model, for example. This situation is reflected by the number "two" in the key to Table 3-1. This lack of documentation made it impossible to evaluate the informational handouts provided to the course attendees in relation to the key subject areas listed in Table 3-1. More importantly, the lack of a handbook or issues book denies course attendees a useful tool. As an aside, it might prove beneficial to the course attendees, as well as to the MAJCOM staff preparing the informational papers, if a formal handbook was developed. Such a handbook could serve two purposes. First, it could be screened to insure it adequately supports the course objective. Second, it is administratively easier to update an existing course handbook than it is to create one from scratch several times a year. Finally, the lack of a functional counterpart period organic to the course misses a key opportunity in which unit commanders might liaise with their staff counterparts and pursue issues not broached in, or appropriate to, the formal course.

THE MILITARY AIRLIFT COMMAND (MAC)

The CINCMAC Squadron Commanders' Orientation is aptly named as it clearly emphasizes the level of support for, and the nature of, the course. This four-day course is usually held three times a year. It is attended by those having the rank of major or lieutenant colonel. The course has three components: the five-day orientation comprised of briefings, seminars, and discussions; the MAC Squadron Commander Handbook; and the MAC Issues Book. Appendix 3 provides a list of the topics addressed in-session and in the handbook and issues book.

The MAC squadron commander orientation course addresses the 10 key subject areas quite well. Still, several minor comments are in order. First, like AFCC, MAC does not provide a MAJCOM mission briefing in the course. (Neither does TAC, though it does provide functional area overviews during its DCS presentations.) Since some course attendees may be in the command for the first time, a MAJCOM overview presentation may be useful. This could be accomplished in session or through the use of an informational paper prepared by the public affairs community, for example.

The MAC course also does not address the key subject area of security in-session, though it satisfactorily does so through the two books provided to course attendees. Finally, like AFCC and ATC, MAC does not have a functional counterpart period organic to the course. As stated earlier, this is a missed opportunity for the course attendees and for their functional MAJCOM staff counterparts to "get the unit perspective".

RETRAINING OF DISQUALIFIED AIRMEN
<p>OBJECTIVE: To efficiently return disqualified individuals to a productive status.</p>
<p>COMMANDER'S RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Evaluate an airman's performance and potential value to the Air Force before recommending retraining over separation. 2. Retain the airman within your unit while awaiting the disqualification decision. If this is not possible, use the temporary duty provisions of AFR 38-1. 3. Provide sound recommendations to the CBPD.
<p>KEY POINTS:</p> <ol style="list-style-type: none"> 1. Do not use disqualification in lieu of other appropriate administrative actions. 2. When an airman is disqualified due to reasons within his or her control, that person will retrain only by OJ1. 3. Formal schooling is possible when the disqualification was due to reasons beyond the member's control. 4. If (the) Air Force cannot use an airman in one of his or her AFSC choices, the MAJCOM concerned or HQ AFMPC will select the retraining AFSC. 5. The point of contact for classification matters is the Career Progression Section of the local CBPD. HQ MAC contact is DPATC, AUTOVON 576-4725.
<p>REFERENCES:</p> <p>AFR 32-4</p> <p>AFR 36-1</p> <p>AFR 39-1</p>

Figure 1-1. MAC Handbook Extract

The formats of the MAC Squadron Commander Handbook and the MAC Issues Book deserve special mention. They are superb in form and content. The handbook is designed to be used as a reference document, while the book is designed to inform. Both appear to support the in-session portion of the course quite well. The MAC Issues Book uses the BBP as the prevailing format, which is well-suited to its informational nature. On the other hand, the handbook uses a format that readily lends itself to use by the squadron commander as a reference document. Figure 3-1 illustrates its configuration by depicting a page (11-30) from "Section 11 - Personnel."

THE STRATEGIC AIR COMMAND (SAC)

The five day SAC Squadron Commanders' Workshop is held at HQ SAC, Offutt Air Force Base, Nebraska. The course is offered approximately six times a year and the attendees' ranks are generally major and lieutenant colonel. The course is comprised of the course itself and the SAC Squadron Commanders' Workshop Handbook. Appendix 4 lists the subjects presented.

In comparing the contents of the SAC course with Table 3-1, one minor divergence is apparent. The key subject areas of program management and squadron administration are not treated in session. However, these subject areas are more than satisfactorily addressed in the handbook provided to course attendees--an approach that may be more useful in the long run.

<p style="text-align: center;">DRESS AND APPEARANCE</p>	
REQ:	AFR 40-735
OPR:	All Supervisors of Civilian Employees
CBA:	Central Civilian Personnel Office
<p>1. Civilian employees are expected to comply with reasonable apparel and grooming standards that (are) derived from considerations of health, safety and type of position occupied. Any prohibitions by supervisors on employee dress and appearance must be based upon a clear showing that the prohibited things contribute to an unsafe, nonproductive, or disruptive environment.</p>	
<p>2. Personal displeasure of supervisors for styles and modes of dress and grooming that may be currently in vogue is not an adequate criterion for making such a determination. Discussion between a supervisor and an employee on an alleged failure to comply with reasonable standards must precede the imposition of disciplinary actions.</p>	
<p>3. See Discipline and Adversary Actions, page 9-9, of this handbook, and AFR 40-750.</p>	

Figure 3-2. SAC Handbook Extract

As was with case with MAC, a notable feature of the SAC course is the format and content of the SAC Squadron Commanders' Workshop Handbook. As an example, Figure 3-2 depicts an extract (page 9-2) from the section titled "Civilian Personnel." This particular format provides the squadron commander useful reference information at a glance, i.e., the applicable regulation, the office of primary responsibility, and the local contact. In addition, the squadron commander is also provided some philosophy and/or brief guidance on the subject.

THE TACTICAL AIR COMMAND (TAC)

The TAC Squadron Commanders' Course is a five day course held at HQ TAC, Langley Air Force Base, Virginia. The course is normally offered six times a year with the attendees being majors or lieutenant colonels, though some captains attend. Like the SAC course just described, the TAC course is comprised of the course itself and the TAC Squadron Commanders' Course Booklet. The course topics are listed in Appendix 5.

The TAC course addresses all key subject areas listed in Table 3-1, though two minor comments concerning six of the areas are appropriate. First, while the in-session key subject areas of "Leadership," "Officership," and "Command" are not presented as separate topics in the course, these topics are considered covered in the TAC Command Section presentation titled "Challenge of Command." Significantly, only TAC provides two unique documents in their handbook, i.e., "TAC Goals for 1987" and "Organizational Principles." While neither is unique in the sense they break new ground in terms of their content, they are unique in the sense they document the TAC philosophy as it relates to leadership, officership, command, and management. In this sense, they are worthy of emulation as they provide the squadron commander a framework on which to construct his or her own particular style of command.

Comments concerning three other key subject areas are also appropriate. They are the areas of "Program Management," "Squadron Administration," and "Resource Management." Though these three areas are not presented as specific topics in session, they are specifically addressed in informational papers contained in the lengthy course booklet. As is the case with other MAJCOMs, this is a very satisfactory approach.

Finally, a few words concerning the TAC Squadron Commanders' Course Booklet are in order. Though not as lengthy or comprehensive as the two books provided by MAC to its course attendees, the TAC booklet is well-designed and is organized logically by functional area for ease of reference (unlike its AFCC counterpart). Moreover, it is comprehensive in its treatment of the individual topics in their own right and as they support the key subject areas.

Chapter Four

CLOSING THOUGHTS

FINDINGS

In the open environment of business, managers are often brought in from outside the corporation to serve at all levels of management. Executives of proven ability in specific operations can be hired to meet the needs of the corporation. The Air Force does not have this capacity. . . . The Air Force personnel system is a closed system within which . . . [officers] begin progression at some time in the past, at the lowest level, and develop within the organization. Air Force officers are a product of whatever internal . . . development program the Air Force possesses. In other words, the quality of Air Force . . . [squadron commanders] is a direct reflection of its . . . [career] development system (18:2).

These comments highlight the challenge faced by those who suggest a definitive officer development program is needed, especially in terms of developing an officer who will command a squadron. Unfortunately, the so-called Air Force officer development program is more a process with varying permutations than it is a specific program applicable Air Force-wide. The important feature of the quotation above is it highlights the need to better define the Air Force officer development process to make it more useful in specific applications and in broader terms.

As this process relates to the five MAJCOM programs examined in the preceding chapter and their purpose of orienting potential and serving squadron commanders to their unique role, the MAJCOM courses studied serve their purpose quite well--though there are important differences between the MAJCOM courses. As to the specific purposes served by the MAJCOM courses, they are three-fold. First, these programs ". . . stimulate an awareness of the importance of this sort of training--with its complementary obligations of selection, appraisal, and placement--throughout all levels of . . . management" (3:139-140). Second, these programs help create a group of experienced officers who will be or are commanding squadrons. Third, these programs not only benefit the various MAJCOMs and wings by enhancing their talent bases, but also provide a means to develop the officers' individual abilities in terms of program

management at the unit level. These three points are discussed more fully below.

The first need satisfied, i.e., to "... stimulate an awareness of the importance of this sort of training . . . ," addresses the importance of preparing for command as discussed in Chapter 2 (3:139). Obviously, this awareness is manifest in the fact that the MAJCOMs offer squadron commander orientation courses. Equally significant, though perhaps less obvious, are the benefits gained from creating and administering these courses. Specifically, the MAJCOMs are encouraged to relate squadron commander development and selection to the needs and programs associated with a variety of disciplines. In turn, the MAJCOMs must consider and articulate their respective philosophies concerning commandship.

The second need satisfied, the creation of a group of officers experienced in command, is fulfilled in two related ways. Clearly, the assignment of officers to squadron command positions alone results in the creation of an experience base. However, this base is made more meaningful to specific MAJCOM needs by enhancing the officers' particular knowledge as a result of their increased awareness of MAJCOM programs. In short, these courses augment the experience of the officers by further developing their skills as commanders in support of a specific MAJCOM mission.

The third and final specific need satisfied focuses the commander development process still further by relating it to the wing and squadron missions. The officers attending the respective MAJCOM courses return to their units as more capable program administrators and leaders. As a result, they are able to link the MAJCOM, wing, and squadron missions by using the tools learned in the MAJCOM course in conjunction with those learned through years of experience. In short, the energies of the officers are channeled to satisfy specific base-level needs--to the benefit of the units and the people in those units.

Beyond the three benefits above, these programs also provide the officers attending these courses an opportunity to consciously consider the concept of commandship and its component issues of management and leadership. Unfortunately, in several courses these areas receive less attention than do general informational presentations or program management presentations. If these are the technically-oriented ingredients of command, then more attention needs to be devoted to the glue that binds these things together into an effective whole, i.e., commandship.

There is no doubt that the MAJCOM courses reviewed in the preceding chapter equip the attending officers with many of the "technically-oriented" tools they will need to successfully command. In a general way, this finding corresponds to a 1978 review of similar MAJCOM programs, though at the time the researcher also concluded the courses studied did "... little more than identify the various tools available to the military commander in the discharge of his duties" (22:53). On this point, this author suggests the 1978 researcher was overly critical. While it is true that today's MAJCOM squadron orientation courses do focus largely on program management; to an increasing degree, they also address leadership

issues. A further point in relation to the 1978 researcher's comment is appropriate. These MAJCOM programs are orientation programs. These courses alone are not designed to create "instant" managers, leaders, or commanders. Rather, they are designed to acquaint unit commanders with certain concepts, issues, and programs that relate to the three needs mentioned earlier.

An important factor in accomplishing these things ". . . is the [squadron commander's] decision-making process, and [this author suggests] military educators need to do a better job in teaching problem analysis and decision making" (20:4-39). In this regard, the Air Force is a reflection of the American society in the sense that "a technologically oriented and economically successful society tends to depreciate the need for great leaders [who are innovative thinkers]" (18:165). As H. Ross Perot, the single largest shareholder of the General Motors Corporation stock and a US Naval Academy graduate, commented, "We must replace bureaucrats with leaders. . . ." (11:32). Though he was commenting on corporate America, his suggestion is also relevant to the Air Force in general and the evolution of the MAJCOM squadron commander development and orientation programs in particular.

The problem is compounded by the mechanics of promotion. Until the very highest ranks are reached, the "fitness report" prepared by an officer's immediate superior is essential for promotion. Right from the start, young officers learn that promotion goes to the polite, well-rounded man who can keep a tidy desk and avoid any eccentricity in taste or conduct (7:198).

In looking at the five MAJCOM squadron commander orientation courses reviewed and in particular Table 3-1, leadership, officership, commandership received varying degrees of attention. Problem analysis and decision-making were not addressed. Table 3-1 reveals the focus of these courses is on program management (a "tidy desk") rather than on initiative and innovation, i.e., a sense of vision as related to the respective mission (7:198). Some would contend this orientation inhibits the development of great leaders and favors the development of corporate or bureaucratic officers. This comment should not be construed, however, to suggest that a sense of corporateness is not an essential feature of being an officer. Corporateness is a key ingredient of being an officer in general and a squadron commander in particular. General of the Army Douglas MacArthur commented on this point when he delivered his famous "Duty, Honor, Country" address to US Military Academy cadets in May 1962. He said ". . . my last conscious thought will be of the corps, and the corps, and the corps" (14:4-59). However, there is a fundamental difference between fostering a sense of belonging to the corps and in promoting the notion of being a "faceless bureaucrat," as one general officer confided in an off-the-record discussion on the subject with the author.

In evaluating the five MAJCOM courses discussed in Chapter 3, then, this author will not succumb to a relative ranking exercise. Rather, some thoughts on four key features of these courses will be provided. The

purpose at work here is to present those aspects of the five courses examined that are worthy of emulation by those interested in developing or enhancing their squadron commander development or orientation programs.

Perhaps the most important feature to be addressed is MAJCOM command section involvement. This involvement has two benefits. First, extensive command section involvement (and sponsorship) has a significant motivating influence on the course attendees, not to mention on those designing and administering these kinds of courses or developmental programs. In this regard, the MAC course is especially worthy of note. The title of the MAC course, i.e., the "CINCMAC Squadron Commanders' Orientation Course," clearly indicates the importance attached to that MAJCOM's course. Second, the management of this course from a HQ MAC Command Section office has a direct educational benefit in that it assures course attendees that the general thrust and the specific features of the course benefit directly from the experience of the most senior MAJCOM leadership.

A feature worthy of emulation are seminars that address management and leadership techniques as they relate to command. While this feature received less attention than did program management or issue orientations, its emphasis is integral to improving the day-to-day effectiveness of squadron commanders. The notable MAJCOMs in this regard are MAC, SAC, and TAC. In MAC's case, there are several general officer-hosted seminars titled "Commanders on Command," a "Wing Commander Relationship Briefing," and a "Senior Commander Perspective." Similarly, SAC provides a general officer-hosted "Leadership Discussion," a "Group Discussion Session," and a question and answer session with the MAJCOM Chief of Staff. Finally, TAC offers two key presentations titled "Commander's Roles and Responsibilities" and "Challenge of Command," the latter with the TAC command section. As an aside, it is interesting that the three MAJCOMs who were notable for having presentations concerning commandership (MAC, SAC, and TAC) have missions more closely oriented to combat in terms of their forces directly engaging the enemy.

Another important aspect is senior officer involvement and the experience they can bring to bear in these or similar courses. This instructional mentorship on the part of senior officers toward the course attendees provides an immediate and a lasting benefit. "The value of mentors who contribute to the development of potential talents has been well documented in the arts and in the business world, but mentoring has not been rigorously evaluated in public management" (10:857). In part, this is due to mentorship being confused with sponsorship, the latter having a more negative connotation within the Air Force. Nonetheless, mentorship has an important place in a MAJCOM squadron commander development process--particularly in a teaching role as it relates to problem analysis and decision-making.

A third notable feature concerned presentations on the enlisted force. While all courses studied addressed this subject, only ATC and SAC had a session specifically involving the MAJCOM Senior Enlisted Advisor.

Finally a fourth feature important to squadron commander orientation courses is their utility on a day-to-day basis. While the information presented and knowledge gained during the course is important, so too is the information available to the course attendees following their return to their unit of assignment. Of particular significance in this respect is the hard-copy material provided to the course attendees, i.e., the booklets and handbooks. While AFCC, MAC, SAC, and TAC had formal booklets and handbooks, the MAC and TAC models are particularly well done. As was mentioned in Chapter 3, the respective formats of the MAC Squadron Commanders' Handbook, which was a how-to-deal-with-various-programs handbook, and the MAC Issue Book, which contained informational papers on issues of interest to those in MAC, were particularly useful from two perspectives. Not only did they provide the squadron command a useful reference book in the first example, but they also provided the squadron commander a broad view of the direction and interests of the command.

RECOMMENDATIONS

While the MAJCOM courses studied address MAJCOM and individual needs, the 1978 researcher mentioned earlier is correct in alluding to the fact that something is missing--not from the various courses, but from officer development in general. What is lacking is a strong commandship orientation. The nature of this orientation--which should continue to address program management and leadership as supporting aspects--should be based on the notion that "command calls for a creative act, spawned by a carefully carved vision of one's mission and professional values" (8:28).

[E. H.] Schien also believes we need to do more to train leaders as visionaries and entrepreneurs. Organizations need to be attractive enough so that visionaries will select them as employers (and will remain for a full career, to address the retention implications in the latter point). Thus, organizations [such as MAJCOMs] need a climate that will support managers' visions of the future and allow them to act on their visions and make them come true (5:199).

To bring this renewed--not new--direction to officership to fruition, a building block approach to this subject is suggested. Toward this end, the following is recommended:

1. Recommendation: Conduct an annual inter-MAJCOM conference of two to three days in length on the subject of MAJCOM squadron commander development and orientation.

- a. Purpose: To permit MAJCOMs to benefit from corporate Air Force knowledge and experience concerning the development and administration of MAJCOM squadron commander orientation and development courses.

b. Methodology: The Air University would host this conference as a result of its Air Force-level responsibility for leadership issues. During this annual conference, topics such as executive (squadron commander) development; curriculum development; educational trends; techniques of instruction; and the professional needs and trends at the Air Force, MAJCOM, and unit level could be addressed. Presentations from previous and current senior commanders and previous and current squadron commanders could provide useful insights into curriculum development. Finally, each MAJCOM would present a synopsis of their respective course to the conferees, highlighting the key features found to be particularly useful or effective. A conference report would be compiled and distributed to the MAJCOMs and other interested parties, thus providing crossfeed on the subject of commandship.

2. Recommendation: Establish a three to five day MAJCOM course attended by squadron commanders that has commandship as its central focus, as supported by the twin and complementary pillars of management and leadership.

a. Purpose: To enhance the fact-finding, evaluation, and decision-making abilities of the course attendees through practical exercises and seminar discussions.

b. Methodology: Using its current squadron commander orientation course as a departure point, the MAJCOMs will use the information gained through the Air Force-level conference discussed above and other sources to develop this course. In doing so, a seminar format and actual case study evaluations will be used in lieu of a reliance on briefings or other non-interactive methods of learning.

(1) The advantage of using case studies is they

... provide students a chance to practice [officership] ... in a low risk environment. Another benefit this case study approach has is the great variety and number of learning experiences that can be provided in a limited time. Still another benefit this approach has is that direct application of the problem solving/case study method to ... [squadron] problems helps the student relate otherwise abstract concepts to practical experience (21:24).

(2) The case study approach can be used as the vehicle to further develop the officer's fact finding, situation evaluation, and decision-making abilities. In fact, "this method is especially effective in developing analytical thinking" (22:47). The case studies used will be appropriately sanitized to protect the identities of those involved in the cases. Former commanders (colonels or general officers) would lead these case

study evaluation seminars. As much as possible, course attendees would not currently be subordinates of those officers leading the case study evaluations in keeping with the nonattribution nature of the course. Each officer would be prepared to briefly present their evaluation of the case study and their recommended course(s) of action. Then, after a seminar discussion of the case study, the senior officer would present his or her comments on the case itself and on the evaluations of the course attendees.

3. Recommendation: Modify the Air Command and Staff curriculum by making the topic of commandship a major phase of instruction.

a. Purpose: To reinforce the "command" aspect of the Air Command and Staff College education provided to mid-career officers.

b. Methodology: The nature of this recommended phase of instruction would be similar to, but would significantly expand upon, the MAJCOM approach described above. The key difference would be that Faculty Instructors would guide the seminar case study evaluations and discussions. These seminar discussions would be augmented by professional readings and lectures--to include question and answer periods--from former commanders and civilian leaders on subjects concerning commandship, management, and leadership.

CONCLUSION

To command is to direct with authority. To command a military organization is to think and make judgements, employing specialized knowledge and deciding what those commanded will do and will not do. To command in wartime is to assume responsibility for taking and saving human lives. To command in peace and war is to direct how human beings will conduct themselves toward each other. As such, the commander sets moral standards and sees that they are obeyed. To command, therefore, is to think and decide, to feel and moralize, to act, to wield power. Yet, for all these challenges, the art of command is the least understood of all military phenomena (8:19).

Yet, for all this, the Air Force is systems preoccupied. As a result, it has a line and staff specialist-technician orientation that often obscures the need to understand command and impart that knowledge in a meaningful way to officers (well) before they assume command. "The . . . squadron commander experience is important to the . . . officer, but it should be the culmination of a development program, not the beginning (18:50). Clearly there is a need to emphasize the technical aspects of the officer's profession, but there is also a need to balance that emphasis

with attention to leadership development. Moreover, this needs to be done in such a way that officers are not stifled or relegated to merely maintaining a tidy desk (16:4-81; 7:198). In this regard, "there is an enormous difference between the person who is content to squirt oil on the existing machinery of an organization and one who envisions and builds new machinery" (12:44). The MAJCOM squadron commander courses are well-suited to helping the officer do the former, though such courses and development programs need to concentrate more on helping the officer achieve the latter.

In closing, adoption of the three recommendations above could strengthen the Air Force officer corps by expanding on the squadron commander development process begun so well by the MAJCOMs. Such a comprehensive program would assist officers and squadron commanders in discerning the differences between leadership and management and in understanding their relationship to command. Moreover, such a program would help those officers appreciate these things for what they are--complementary, but individual, disciplines vital to commandership and squadron mission accomplishment over the long term.

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APPENDICES

Appendix A--Air Force Communications Command Syllabus.....	33
Appendix B--Air Training Command Syllabus.....	40
Appendix C--Military Airlift Command Syllabus.....	44
Appendix D--Strategic Air Command Syllabus.....	63
Appendix E--Tactical Air Command Syllabus.....	73

APPENDIX A--THE AIR FORCE COMMUNICATIONS COMMAND

Section I--Course Information

1. Course Title: Squadron Commander's Training Session
2. Course Length: Four days
3. Course Frequency: Two times a year
4. Course Grade Requirements: Captain through Lieutenant Colonel
5. Course Location: HQ AFCC: Scott Air Force Base, Illinois
6. Course OPR: HQ AFCC/DPXP (Autovon 576-5823)

Section II--Course Briefing, Discussion, and Seminar Topics

1. Special Purpose Communications (Hammer Ace) Briefing
2. AFCC Public Affairs Program Briefing
3. Quality Force Management Initiatives Briefing
4. Enlisted Demotions Briefing
5. Weight and Fitness Programs Briefing
6. Control Rosters Briefing
7. Officer Administrative Discharges Briefing
8. Unfavorable Information Files Briefing
9. Digest Files Briefing
10. OER/APR Policies and Procedures Briefing
11. Publications Libraries Briefing
12. Publications and Forms Distribution Briefing
13. AFCC Office Information System (OIS) Program Briefing

14. Small Computer Technical Centers (SCTCs) Briefing
15. Voice Mail Service Briefing
16. Freedom of Information Act Briefing
17. Privacy Act Briefing
18. Automated Information Management Control System (AIMCS) Briefing
19. Records Management Briefing
20. PCS Funding and PCS Policy Changes Briefing
21. Channels for Assignment Actions Briefing
22. Inspector General Complaints Program Briefing
23. Fraud, Waste, and Abuse Program Briefing
24. Safety Briefing
25. AFCC/IG Mission and Organization Briefing
26. National Aerospace System Plan (NASP) Briefing
27. Navigational Aids Flight Inspection Program Briefing
28. TRACALS Evaluation Program Briefing
29. USAF Operational Evaluation Program Briefing
30. Air Traffic Control High Visibility/Potential Problem Areas Briefing
31. Aircraft Surge Launch and Recovery (ASLAR) Program Briefing
32. Management of Controller Personnel Briefing
33. AFCC Logistics Briefing
34. Directorate of Contracting Briefing
35. AFSC Restructures Briefing
36. Single Point Trouble Reporting Briefing
37. Status of AFCCR 60-9 Revision Briefing
38. Interactive Videodisc Training System (IVTS) Briefing
39. AFCC Supply Support Briefing

40. Supply Support (How To Get What You Need) Briefing
41. Vehicle Management in AFCC Briefing
42. Processing Allied Support Construction Requirements Briefing
43. Facility Improvement Program Briefing
44. Engineering and Services Roles Briefing
45. EC4 Technology Application Program Briefing
46. The Model Base Program Briefing
47. AFCC/SP Functions and Programs Briefing
48. HQ AFCC History Programs Briefing
49. Unit Level Plans and Programs Briefing
50. Manpower Resource Management Briefing
51. Command Status Reporting System Briefing
52. War Planning Process Briefing
53. Article 15 Authority over AFCC Members Briefing
54. Administrative Discharge Briefing
55. Search and Seizure Briefing
56. Conflicts of Interest Briefing
57. Urinalysis Program Briefing
58. Command Incident Reports Briefing
59. Area Defense Counsel Briefing
60. Utilization of Base SJA and HQ AFCC/JA Briefing
61. DOD State Regulatory Intervention Program Briefing
62. Joint Service Negotiations with Local Exchange Companies Briefing
63. Current AFCC Docket Actions of Interest Briefing
64. The Future of the Local Exchange Company on an Air Force Installation Briefing
65. Recent Legal Issues that Affect Air Force Installations Briefing

66. Air Base Operability Briefing
67. Replacement of DCT 900s and Lundy-Farrington OCRs Briefing
68. Status of Resources and Training System (SORTS) Briefing
69. Electronic Combat Briefing
70. DPI/TCC Collocation and Consolidation Briefing
71. Combat Communications Briefing

Section III--Bulleted Background Papers

1. Officer Retention
2. HQ USAF/DP Letter, 12 Feb 87, Officer Involuntary Separation Actions
3. Officer Strength Reductions
4. Establishing and Validating Formal School Requirements
5. NCO Professional Military Education (PME) Program
6. SOS Selection Procedures and Criteria
7. Officer PME
8. Decorations Programs
9. Individual Newcomer Treatment and Orientation (INTRO) Program
10. Personal Affairs Information and Assistance
11. Casualty Services
12. Enlisted Involuntary Discharges
13. Architecture for Career Enhancement (ACE) Review
14. Officer Promotion and Appointment Programs
15. CY87 Officer Promotion Board Schedule
16. Officer Promotions
17. Stripes for Exceptional Performers (STEP) - FY87
18. Enlisted Promotions
19. Enlisted Promotion Statistics

20. Professional Relationships - Fraternization
21. Enlisted Retention
22. Officer Career Development
23. Personnel Concept - III (PC-III)
24. Phase IV (Sperry 1100/60) Manning
25. AFCC Enlisted Force Management
26. 496X0 Personnel Issues
27. Cross-Utilization of 49XX Officers
28. Airman Manning Plan
29. Problem AFSCs/Manning Issues
30. First Sergeant Management
31. AFCC Officer Manning
32. 49XX Training Program
33. 4924 Redesignation of 4944
34. AFCC Scope Leader Program
35. AFCC Position Management Program (AFCC Sup 1 to AFR 40-312)
36. Civilian Education and Training Funds
37. The GS/GM-11 Through 15 Grade Bulge Initiative
38. The Civilian Career Intern Management Program
39. AFCC's Civilian High Grade Posture
40. Resource Advisor
41. Audit Program
42. Commander's Management System (CMS)
43. Economic Analysis (EA) Charter
44. Internal Control Review Program
45. Management Assistance Services (MAS)

46. Productivity Enhancing Capital Investment (PECI) Programs
47. Phase IV ADPE Prompt Bill Payment
48. Telephone Billing Procedures
49. Annual Review of Leased Services
50. Commercial Communications School
51. Leadtimes for Leased Longlines Service
52. Lowest Total Overall Cost (LTOC)
53. Modified Use of Leased Communications Facilities
54. National Security Emergency Preparedness (NSEP)
55. Automatic Data Processing Equipment (ADPE) Inventory
56. The Command and Control Switching Systems Program
57. Base Information Digital Distribution System
58. AFCC Information Security Program
59. Information Security Program Reviews
60. AFCC Personnel Security Program
61. AFCC Industrial Security Program
62. AFCC Security Education Programs
63. AFCC Special Access Programs
64. Stilwell Commission
65. Top to Bottom Command Security Inspection
66. Security Preliminary Inquiries/Investigations
67. Communications Security (COMSEC)
68. Emanations Security
69. Automated Information Systems Security
70. Resource Protection
71. AFCC Antiterrorism Program

- 72. Small Arms and Owner-User Security
- 73. Communications Site Security
- 74. Program Decision Package on DCS Site Security
- 75. Command Incident Reporting (AFCCR 125-1)
- 76. AFCC Intelligence
- 77. AFCC Foreign Disclosure Program

APPENDIX B--THE AIR TRAINING COMMAND

Section I--Course Information

Course Title: ATC Commander's Course (Course Number: ATC 0026)

Course Length: Five days

Course Frequency: Six to eight times a year

Course Grade Requirements: Captain through Lieutenant Colonel

Course Location: HQ ATC; Randolph Air Force Base, Texas

Course OPR: HQ ATC/DFAS (Autovon 487-5179)

Section II--Course Briefing, Seminar, and Tour Topics

1. Administrative Procedures
2. Class Introduction/Schedule Review
3. Keynote Welcome
4. Command Briefing
5. Discussion with the Commander
6. Promotions
7. Inspector General
8. Assignments
9. Chaplain
10. Records Review
11. Military Training Center (MTC) Tour (Places may vary with each class)
 - a. Officer Training School (OTS) Tour

- b. HQ AFMPC Tour
- c. ATC NCO Academy Tour
- d. BMTS Tour
- 12. Security Police
- 13. Personnel/Adverse Quality Control
- 14. Public Affairs
- 15. Perspectives on Officership
- 16. Surgeon
- 17. Personal Affairs
- 18. Career Development
- 19. Recruiting/Perspectives on Leadership
- 20. OSI
- 21. Civil Engineering and Services
- 22. The Commander and the Law
- 23. UJT
- 24. Discussion with the Vice Commander
- 25. Substance Abuse, Control, and Rehabilitation
- 26. Retention (Enlisted)
- 27. Retention (Officers)
- 28. Classification and Training
- 29. The Role of the Senior Enlisted Advisor/First Sergeant
- 30. Legislative Issues
- 31. Morale, Welfare, and Recreation Services

[NOTE: HQ ATC/DPAS provided the preceding ATC Commanders' Course Agenda, which differs from the ATC Commanders' Course (ATC 0026) Syllabus presented below. Both are presented in Section II of this Appendix.]

*** ATC Syllabus ATC 0026 ***

ATC COMMANDERS' COURSE

Part A--Orientation and Command Welcome

1. Keynote Welcome
2. Administrative Procedures
3. Class Introduction/Overview
4. Career Development Seminar

Part B--Quality Force Development

1. Personal Affairs
2. Role of the First Sergeant
3. Equal Opportunity and Treatment
4. Assignments
5. Quality Force Development Through PME
6. Medical Services
7. Promotions
8. Substance Abuse, Control, and Rehabilitation
9. Security Police
10. The Commander and the Law
11. Personnel/Adverse Quality Control Actions
12. Retention
13. Dependent Care Responsibilities
14. Family Support Centers
15. ATC Senior Enlisted Advisor
16. Morale, Welfare, and Recreation
17. Budget and the Personal Financial Management Program (PFMP)

Part C--Command and Staff Agency Briefings

1. Function of Public Affairs and Commanders' Call Workshop
2. Complaints and Inspections

Part D--Field Trip to Lackland Air Force Base (Trip Agenda Varies)

1. Military Training Center (MTC) Tour
2. ATC NCO Academy Tour

Part E--Student Discussion Seminars (Concerning Preceding Blocks of Instruction)

Part F--Perspectives on Leadership Discussions (With Key Managers)

Part G--Challenge of Command Discussions (With the ATC Commander)

Section III--Related Material Provided to Course Attendees

1. Tips for Commanders, Volume IV (LMDC, MAPE AL)
2. Air Training Command Key Facts and Statistics (HQ ATC/ACCI)
3. AFP 30-35 (HQ USAF/MPXH)
4. USAF OSP: A Perspective Proposed by the Staff of the Headquarters Air Force Office of Security Police
5. USAF Officer Training School
6. Base Civil Engineer
7. Services Squadron Function
8. Managing the Civil Engineering Resource
9. The Facility Board (FB)
10. Dependent Care Responsibilities Program
11. Entitlements and Compensation
12. Miscellaneous Handouts from the Respective Functional OPRs (Material Provided Varies)

APPENDIX C--THE MILITARY AIRLIFT COMMAND

Section I--Course Information

Course Title: CINCMAC Squadron Commander's Orientation

Course Length: Four days

Course Frequency: Three times a year

Course Grade Requirements: Major through Lieutenant Colonel

Course Location: HQ MAC; Scott Air Force Base, Illinois

Course OPR: CINCMAC/CSR (Autovon 576-2214)

Section II--Course Briefing and Seminar Topics

1. CINCMAC Command Welcome and Presentation
2. Commanders on Command (Multiple Sessions Hosted by Several General Officers)
3. Quality Force Panel
4. US Transportation Command Briefing
5. Terrorism Briefing
6. Role of the First Sergeant Briefing
7. Leadership Issues Seminar (Multiple Sessions)
8. CINCMAC Executive Session
9. Protocol Briefing
10. Family Crisis Briefing
11. Family Advocacy Briefing
12. Personnel Issues Briefing

13. Officer Retention/Compensation & Legislation Briefing
14. Assignment Policy/SCIP Briefing
15. USSOCOM Briefing
16. Wing Commander Relationship Briefing
17. Legal Update Briefing
18. Senior Commander Perspective
19. Stress Management Briefing--Parts 1 and 2

Section III--MAC Squadron Commander Handbook

Part A--Administration

1. Printing, Duplicating, and Copying
2. Publications and Forms Management
3. Records Management
4. Postal Management
5. Routing of Mail to TDY Personnel
6. Document Security
7. Administrative Orders

Part B--Chaplain

The Chaplain

Part C--Comptroller

1. Overview of Financial Structure
2. Your Role as a Financial Manager
3. Audit Focal Point
4. Military Pay
5. Per Diem and Travel Allowances

6. Cost Consulting Services
7. Wing/Base Resource Management Team
8. The MAC Management System

Part D--Command, Control, Communications, and Computer Systems

1. Overview of DCS C⁴ Systems
2. DCS C⁴ Systems/Security
3. DCS C⁴ Systems/Plans and Requirements

Part E--Engineering and Services

1. Facilities Board (FB) and Facility Program Panel (FPP)
2. MAC FPP Members
3. Acquisition of New Facilities
4. Space Allocation and Utilization
5. Organizational Responsibilities
6. Request for Work and Services
7. Sign Standards
8. Hazardous Materials/Waste Management
9. Fuel Spills
10. Installation Restoration Program
11. Architectural Compatibility
12. Housing Management
13. Food Services
14. Mortuary Affairs
15. Dormitory Management
16. Asbestos Surveillance and Abatement
17. Facility Energy Efficiency

Part F--Public Affairs

The Unit Public Affairs Program

Part G--Inspector General

1. Inspections
2. Safety
3. Complaints/Inquiries
4. Fraud, Waste, and Abuse (FW&A)

Part H--Staff Judge Advocate

1. Military Affairs
 - a. Standards of Conduct and Conflicts of Interest
 - b. Delivery of Air Force Personnel to United States Civilian Authorities for Trial
 - c. Release of Evidence
 - d. Legal Assistance
 - e. Claims
 - f. Political Activities of Members of the Air Force
 - g. Complaints of Wrongs Under Article 138, UCMJ
 - h. Line of Duty Determination
2. Military Justice
 - a. Pretrial Investigations
 - b. Pretrial Restraint
 - c. Disciplinary and Judicial Actions
 - d. Speedy Trial
 - e. Disposition of Cases Involving Offenders with Outstanding Combat and Overseas Records
 - f. Recent Military Justice Decisions and Trends

Part I--Logistics

1. Responsibility for Public Property in Possession of the Air Force
2. Fraud, Waste, and Mismanagement
3. Responsibilities for Air Force Equipment Management
4. Authorization for Customers to Receipt for Property
5. Customer Relationships to the Air Force Stock Fund
6. Maintenance Management
7. Special Management Program: Vehicle Control Program (VCP)
8. Transportation Squadron
9. Logistics Plans Agreements

Part J--Operations

1. MAC Command and Control System
2. Aircrew Standardization and Evaluation
3. Aircrew and Aircraft Resource Management
4. MAC Airlift Control Elements (ALCE)
5. Operations Security (OPSEC)
6. Affiliation Program
7. Tactical Operations
8. Weather Support Concepts
9. JCS Exercises
10. Airlift Capability Management
11. Air Refueling
12. Management of MAC Flying Hour Program and Aircrew Capability

Part K--Personnel

1. OER/APR Management

2. Quality Force Management
3. Officer Administrative Discharge Procedures
4. Retiree Activities Office (RAO)
5. Retirement Recognition
6. Enlisted Retention Program
7. Enlisted Retention Program--Questions and Answers
8. Enlisted Retention Program--Reenlistment Rates
9. Selective Reenlistment Program
10. Fact Sheet Selective Reenlistment Bonus
11. Career Airman Reenlistment Reservation System (CAREERS)
12. Wing Commander Override
13. Officer Promotions
14. Airman Promotions
15. Classification
16. Air Force Weight and Fitness Programs
17. Airman Retraining Program
18. Evaluation of Training Graduates
19. On-the-Job Training (OJT)
20. Instructional Systems Development (ISD)
21. Training Requirements and Utilization
22. Education Services Program
23. Officer Professional Military Education
24. NCO Professional Military Education
25. Air Force Aid Society
26. Individualized Newcomer Treatment and Orientation (INTRO) Program
27. Personal Affairs Counseling

28. Casualty Counseling
29. Awards and Decorations
30. Retraining of Disqualified Airman Program
31. Base Morale, Welfare, and Recreation Program
32. Squadron Commander Involvement Program
33. Quality Control on Assignments
34. Humanitarian/Permissive and CHAP
35. Equal Opportunity and Treatment (EOT)/Human Relations Education (HRE)
36. Drug and Alcohol Abuse Control Program
37. Officer Digest Files
38. MAC Reserve Forces
39. Family Support Centers (FSCs)
40. Dependent Care Responsibilities

Part L--Plans

1. MAC Visual Information Program Support
2. Manpower and Organization

Part M--Security Police

1. Information Security
2. Personnel Security
3. Status of Discipline
4. Individual Security Awareness and Security Responsibilities
5. Antiterrorism

Part N--Surgeon

1. Health Care for Active Duty Personnel, Retired Personnel, and Dependents

2. Preventive Medicine Services
3. Medical Subjects of Special Interest
4. Aeromedical Evacuation

Part O--Transportation

1. Transportation Overview
2. Air Reserve Component (ARC) Aerial Port Units
3. MAC Channel Airlift and Special Assignment Airlift Missions (SAAMs)
4. Transportation Systems
5. Training Program
6. Transportation Standardization Assistance Team (TRANSAT)
7. Movement of Personnel
8. Emergency Leave
9. Personal Property Entitlements
10. Packaging and Transportation of Hazardous Materials
11. Commercial Augmentation Airlift

Part P--Operations Plans

Disaster Preparedness

Part Q--Airlift Operations School

MAC Airlift Operations School (AOS)

Part R--Operations Intelligence

Intelligence Responsibilities and Functions

Section IV--MAC Issues Book

Part A--Comptroller (AC)

1. FY87 Funding
2. FY88 Operations and Maintenance (O&M) Financial Plan Outlook
3. MAC Cost--At Your Service
4. Accounting and Finance Issues
5. Budget Constraints on Airlift Responsiveness
6. Airlift Service Industrial Fund (ASIF) Concepts
7. Update--1983 MAC Study

Part B--Administration (DA)

1. DA's Direction for Office Automation
2. Administration's Role in War and Contingency Planning
3. Freedom of Information Act (FOIA)
4. Newsletter Restrictions (Recurring Periodicals)

Part C--Engineering and Services (DE)

1. FY87 Command-in-Chief's Facility Assessment (CFA)
2. FY86-87 MAC Fire Loss Statistics
3. Environmental Overview
4. MAC Dining Halls and Unaccompanied Personnel Housing Upgrade (UPH) Program
5. FY88/89/90/91 Military Construction Program (MCP)
6. Prime Base Engineer Emergency Force (BEEF) Update

Part D--Operations (DO)

1. C-5/C-141 Combat Aircrew Training
2. Aircrew Experience Definitions
3. Aircrew/Qualification Status
4. MAC Command and Control Briefing

5. MAC Crisis Response and the MAC-Joint Deployment System (JDS) Interface
6. Deployment Flow Computer System (DFCS)
7. Airlift Deployment Analysis System (ADAMS)
8. Flow Generator (FLOGEN) III Current Status
9. JCS Exercise Program
10. Strategic Airdrop
11. MAC Exercise After-Action Evaluation Program
12. KC-10--Partners in Strategic Mobility
13. Special Assignment Airlift Missions (SAAM)
14. Growth of the MAC Air Refueling Program
15. C-130 Mildenhall Rotation, Volant Pine
16. Theater Airlift Management System (TAMS)
17. MAC Nuclear Airlift Operations
18. Current Trends and Status of the FY87 JA/ATT Program
19. AFRES and ANG Contribution to JA/ATT Program
20. CINCMAC Secure Voice Command and Control System (SEVOCCS)
21. MAC Airlift Control Elements (ALCE)
22. MAC Affiliation Program
23. Joint Interoperability of Tactical Command and Control Systems (JINTACCS) Program
24. Joint Interoperability of Tactical Command and Control Systems (JINTACCS) Training Program
25. MAIRS/JDS Interface
26. Status of Resources and Training System (SORTS) Combat Readiness Status
27. Enhanced Airlift Reporting for Logistics and Operations (EARLO) System
28. Military Air Integrated Reporting System (MAIRS)

Part E--Personnel (DP)

1. Assignment Policy Changes
2. Civilian Performance Appraisals and Awards
3. Enlisted Retention and Recruitment Programs
4. Family Support Center (FSC) Update
5. Formal Training Funding
6. FY88 Strategic and Tactical Airlift Manning and Gain/Loss Plans
7. New DEROS Forecast System
8. Officer Force Management
9. Quality Control (QC) for Enlisted Personnel on Assignment
10. Rated Officer Retention
11. Squadron Commander Involvement Program

Part F--Chaplain (HC)

1. Differences and Backgrounds of Chaplain Theology
2. The Shortage of Catholic Chaplains and Its Impact on the Air Force Community

Part G--Inspection (IG)

1. Inspection Summary
2. Inspection Program Enhancements
3. Nuclear Surety
4. Class A and Class B Flight Mishaps

Part H--Intelligence (IN)

1. MAC Intelligence Worldwide Status
2. MAC Indications and Warning
3. MAC/IN Action Against Terrorism

4. MAC/VTA Comparison

Part I--Staff Judge Advocate (JA)

1. Hazardous Waste Issue--The "Superfund" Reauthorization Legislation (P.L. 99-499)
2. Legislation Update
3. Limitations on Use of the National Guard for Training Missions in Central America
4. "Revolving Door" Provisions in FY87 DOD Authorization Act
5. Administration of Military Justice in MAC
6. Military Justice Changes in FY87 DOD Authorization Act
7. Expansion of Military Justice Jurisdiction
8. DOD Policy on AIDS
9. Current Issues in Contract Law
10. Civil Litigation Update

Part J--Logistics (LG)

1. Airlift Interim CAMS (Core Automated Maintenance System) and REMIS (Reliability and Maintainability Information System) System (AICARS)
2. MAC Reliability & Maintainability (R&M) Program
3. Core Automated Maintenance System (CAMS)
4. MAC Logistics C² Concept/Requirements
5. Problem Vehicles (Wilson Wide Body Loader, Transact TA-15 Lower Lobe Loader, and U-30 Stewart Stevenson Aircraft Tow Tractor)
6. Decentralization
7. Spares Funding
8. MAC Single Kit Concept for Strategic Airlift Forces
9. Enhanced Contingency Operations Mobility Planning and Execution System (COMPES)--Base-Level Logistics Model (LOGMOD-B)
10. Crash Damaged/Disabled Aircraft Recovery (CDDAR)

11. Mobility Assistance Team (MAT) Program
12. MAC Initiatives, C-141 Fault Reporting Manual, Fault Isolation Manual (FRM/FIM)
13. C-130 Engine Upgrade Program
14. Volant SOTA, Aircraft Metalworking Program
15. Command Initiatives to Upgrade Fuel Cell Support Equipment
16. Tri-Command Agreement on Extended Logistics Operating Procedures, Europe
17. Quarterly Stock Fund Limitations
18. Forward Area Refueling Point (FARP) Operations
19. Ramp Inspections

Part K--Public Affairs (PA)

1. Public Affairs Media Issues Books
2. Media Guidance for MAC Aircrews

Part L--Command, Control, Communications, and Computer Systems (SC)

1. Harnessing Command, Control, Communications, and Computer (C⁴) Systems Technology for MAC
2. Airspace Management Responsibilities (Silent Crossing Procedures)
3. Contingency Communications Elements (CCE)
4. European Combat Airspace Issues
5. MAC Command and Control Systems Upgrade
6. Military Airlift Command Command and Control Information Processing System (MAC C² IPS)
7. Special Operations Forces Command and Control (SOF C²) Upgrade Program
8. Wing Integration for Global Support (WINGS)
9. 50 KHZ Conversion of VOR/CORTAC/ILS Stations in Europe

Part M--Surgeon (SG)

1. MAC Medical Mission
2. Quality of Air Force Health Care
3. MAC Medical Mobility Taskings
4. MAC Worldwide Aeromedical Evacuation (AE) System

Part N--Security Police (SP)

1. Security Protection in Today's Environment
2. Security for Mission Support Aircraft
3. Prime Nuclear Airlift Force (PNAF) Operations
4. Flight Line Constable Program
5. ALCE/SP Coordination Program
6. Security for Non-MAC, and ANG and AF Reserve Aircraft
7. Mission Security Teams (MSTs)
8. MAC Security Police Total Force Policy
9. Security Police Wartime Tasking
10. Access to Classified Material by Retired General Officers
11. MAC Antiterrorism Program
12. "Course 87" Information Security Field Extension Course
13. Access to Classified Material by Persons (US Citizens) Outside the Federal Government
14. Report on the Secretary of Defense Directed Command Security Inspection
15. Handcarry Classified Information Outside the US, Its Territories, and Canada
16. MAC Air Base Defense (ABD) Force
17. MAC Ground Combat Readiness Evaluation Squadron (Volant Scorpion)
18. Antiterrorism Survey and Evaluation (ATSE)

19. Security for Aircraft Assigned to the 89 MAW
20. Combat Arms Training and Maintenance (CATM)
21. Kirtland Underground Munitions Storage Complex (KUMSC)

Part O--Air Transportation (TR)

1. Denton Amendment Humanitarian Assistance
2. Air Passenger Terminal and Air Freight Terminal MCP Status
3. Consolidated Aerial Port Subsystems (CAPS)
4. Transportation Standardization Assistance Team (TRANSAT)
5. MAC Passenger Initiatives
6. Competitive Procurement of Travel Services
7. Materials Handling Equipment (MHE) Shortfalls
8. Aerial Port Automated Command and Control System (APACCS)
9. MAC Air Transportation Computer-Based Training (ATCBT)
10. MAC Air Transportation School/1492d Air Transportation Training Flight (1492 ATTF)
11. Overview of MAC-Gained Air Reserve Components (ARC) Transportation (Long-Term Goals)
12. MAC DOD Air Carrier Safety Initiatives

Part P--Operations Plans (XO)

1. Continuity of Operations Plan, Military Airlift Command (COPMAC)
2. Air Base Survivability/Operability (ABS/O)
3. Air Force Continuity Wartime Planners Course (CWPC)
4. OPLAN Verification Program
5. VOLANT PARTNER
6. Noncombatant Evacuation Operations (NEO)
7. Unit Supportability Estimates (USE)

8. Commander's Annual Situation Report (SITREP)
9. Base Reception Planning
10. MAC Survival, Recovery, and Reconstitution Plan (SSR Plan 55)

Part Q--Plans

1. C-17 Schedule
2. C-17 System Operational Concept (SOC)
3. C-17 Program Status
4. C-5A Space Cargo Modification
5. C-5B Program Status
6. Defense Systems for MAC Aircraft
7. UH-60A Improvements
8. MH-53J PAVE LOW II "Enhanced"
9. C-17 Aircrew Training System (ATS)
10. C-5/C-141 Aerial Refueling Part Task Trainer (ARPTT)
11. SOF Aircrew Training System (ATS)
12. C-5 Aircrew Training System (ATS)
13. Global Positioning System (GPS)
14. Procurement and Modification of Additional UH-60A Helicopters to the MH-60G PAVE HAWK Configuration
15. MH-60G PAVE HAWK Modification
16. Next Generation Weather Radar (NEXRAD), MAC ROC 406-76 (Advanced Weather Radar (AWR))
17. C-130 Self-Contained Navigation System (SCNS)
18. C-141B Special Operations Low-Level (SOLL) Enhancements
19. AN/AVS-6 Night Vision Goggles (NVG)
20. C-141 Aircrew Training System (ATS)
21. C-130 Aircrew Training System (ATS)

22. 60K Loader
23. International Standards Organizations (ISO) Container/Shelter Adapter (MAC SON 01-82, 4 Oct 82)
24. Enhanced Container Delivery System (ECDS)
25. C-141 Bundle Delivery System (BDS)
26. C-130/C-141 Airdrop Weight Limitation Increase
27. Flight Inspection Aircraft (C-FIN) Acquisition
28. C-25--Air Force One (AF-1) Replacement Aircraft
29. C-20 Program (C-140E Replacement)
30. C-20A Beddown at Ramstein AB GE
31. C-27 STOL--Intratheater Airlift in Support of Low Intensity Conflict (LIC)
32. CV-22 Roles and Missions
33. CV-22A
34. C-130E AWADS SOLL II Improvements
35. HC-130 P/N Special Operations Forces (SOF) Improvements
36. HC-130H Combat Talon (CT) II
37. HC-130H Tanker Conversion
38. Project 46
39. Combat Talon (CT) II, MC-130H, Test Program
40. Combat Talon (CT) I, MC-130E, Test Program
41. VOLANT KNIGHT
42. Survivability Augmentation for Transport Installation--Now (SATIN)
43. Self-Contained Navigation System (SCNS)
44. Operational Feasibility Demonstration (OFD) of the Portable Tactical Airborne Guidance (PTAG) System
45. MAC-TRADOC Airlift Concepts and Requirements Agency (ACRA)
46. USAF Scientific Advisory Board (SAB) 1985 Summer Study on "The

Enhancement of Special Operations Forces (SOF)"

47. Advanced Concepts and Technology
48. Wartime Manpower Planning Process
49. MAC's Organization Approach to Wartime Airlift Readiness
50. VOLANT PACE (Positive Action for Command Excellence)
51. MAC Productivity Program
52. Functional Review Status
53. Manpower Forecast
54. OMB Circular (OMBC) A-76 Commercial Activities (CA) Program
55. US Air Force Special Operations Forces (AFSOF) Master Plan--Historical Perspective
56. US Air Force Airlift Master Plan
57. US Air Force Airlift Total Force Plan
58. MAC's FY88-92 Program Objective Memorandum (POM)
59. United States Transportation Command (USTRANSCOM)
60. Air National Guard (ANG) and Air Force Reserve Forces (AFRES) in MAC
61. Joint Readiness Training Center (JRTC)
62. C-5A and C-141B Transfers to the Air Reserve Forces
63. Automated Weather Distribution System (AWDS)
64. Next Generation Weather Radar (NEXRAD)
65. Reorganization of 53 WRS, Keesler AFB MS
66. Defense Meteorological Satellite Program (DMSP)
67. Battlefield Weather Observation and Forecast System (BWOFS) Program
68. Realignment of USAF Television Production Facilities to MAC/AAVS
69. MAC Airport Qualification Program (AQP)
70. DZ/LZ Photography
71. Visual Information Documentation (VIDOC)

- 72. Civil Reserve Air Fleet (CRAF)
- 73. CRAF Enhancement Program
- 74. CRAF Aeromedical Segment
- 75. NATO Allied Precommitted Civil Aircraft Program (NAPCAP)
- 76. Use of Korean Air in Contingencies

APPENDIX D: THE STRATEGIC AIR COMMAND

Section I: Course Information

Course Title: SAC Squadron Commander's Workshop

Course Length: Five days

Course Frequency: Six times a year

Course Grade Requirements: Major through Lieutenant Colonel

Course Location: HQ SAC; Offutt Air Force Base, Nebraska

Course OPR: HQ SAC/DPAVA (Autovor 271-5635)

Section II: Course Briefing, Discussion, and Seminar Topics

1. CINCSAC Welcoming Remarks
2. SAC Today Briefing
3. Soviet Military Capabilities Briefing
4. Command of Excellence Briefing
5. Engineering and Services Briefing
6. Manpower Authorizations Briefing
7. Stress Management Briefing
8. Personnel Introduction Briefing
9. Promotions Briefing
10. Quality Force Briefing
11. Leadership Discussion (Hosted by a General Officer)
12. Judge Advocate Briefing
13. Casualty Affairs Briefing

14. Social Actions Briefing
15. Command and Control--HQ SAC Command Balcony Tour
16. Retention Briefing
17. Assignments Briefing
18. Functional Counterpart Period
19. Documenting Performance Briefing
20. Education and PME Briefing
21. Leadership Discussion (With Vice CINCSAC)
22. ATC Training Advisor Briefing
23. Enlisted Training Briefing
24. Aircrew (Tanker and Bomber) Training Briefing
25. Missile Crew Training Briefing
26. DP Question and Answer Session
27. Public Affairs Briefing
28. Functional Counterpart Period
29. Logistics Briefing
30. Comptroller Briefing
31. Group Discussion Session
32. Chaplain Briefing
33. Security Police Briefing
34. Inspector General
35. Remarks/Question and Answer Session (with CINCSAC/CS)
36. Enlisted Matters Briefing (With CINCSAC/CMS)
37. Communications and Computers Briefing
38. SAC Medical Services Briefing
39. SAC 2000 Briefing

Section III--SAC Squadron Commander's Workshop Handbook

Part A--Administration

1. Authorizing Special Authorization in Admin Orders
2. Mail Management
3. Records Management--Disclosure of Air Force Records to the Public - Air Force Privacy Act Program
4. Squadron Commander's Checklist for the Records Management Program/Disclosure of Air Force Records to the Public/Air Force Privacy Act Program
5. Air Force Publications Management Program
6. Customer Account Representative (CAR) Guide
7. Publication Libraries and Sets
8. Forms Management
9. Base Level Micrographics
10. Consolidated Duplicating Centers
11. Commercial Printing
12. War Mobilization/Contingency Planning

Part B--Chaplain

Chaplain

Part C--Engineering and Services

1. Base Civil Engineer
2. Readiness
3. Financial Management
4. Production Control Center
5. Work Methods and Classification
6. In-Service Work Plan

7. Service Call Function
8. Requests for Routine Maintenance and Repair; BCE Real Property Maintenance Request (AF Form 1135)
9. Requests for Minor Construction and Self-Help Work BCE Work Request (AF Form 332)
10. Self-Help Work
11. Job Orders
12. Base Civil Engineer Work Order (AF Form 327)
13. Civil Engineering Contract Reporting System (CECORS)
14. Logistics Management
15. Fire Protection
16. Engineering and Environmental Planning Branch
17. Civil Engineering Service Contracts
18. Facilities Board
19. Building Manager Responsibilities
20. Space Allocation
21. Environmental Protection
22. Missile Engineering
23. Disposal of Real Property
24. Base Chief of Services
25. Food Service
26. Dormitory Management
27. Billeting
28. Furnishings Management
29. Linen Exchange
30. Mortuary Affairs
31. Honor Guard

32. Consumer Advocate for Commissary and Base Exchange
33. Base Theater
34. Services Information Management System

Part D--Comptroller

1. Budget/Financial Management
2. Commander's Management System
3. Economic Analysis
4. Economic Resource Impact Statement
5. Management Assistance Services
6. Peer Comparisons
7. Authorizing Special Authorizations (Rental Vehicles) in Admin Orders
8. Reports of Survey
9. Active Duty and Retired Pay Support
10. Leave Processing
11. Emergency Leave Travel--CONUS to Overseas
12. Separation Control
13. Active Duty--Payments & Collections
14. Entitlement Verification
15. Prompt Submission of Travel Claims
16. Adverse Effect/Impracticability
17. Travel Generated Leave Charges
18. Vicinity Travel
19. Miscellaneous Reimbursable Expenses in Connection with Travel and Temporary Duty

Part E--Communications and Computer Systems

Communications - Computer Systems

Part F--Inspector General

1. Inspections
2. Conducting Administrative Inquiries and Investigations
3. The Inspector General Complaint System
4. Self-Inspection Program
5. Air Force Fraud, Waste and Abuse Prevention and Detection Program

Part G--Logistics

1. Aircraft Maintenance Management
2. Aircraft Maintenance--Tool Control
3. Aircraft Maintenance Training
4. Air Force Equipment Management System (AFEMS)
5. Chief of Supply
6. Contracting
7. Energy Conservation
8. Logistics Analysis
9. Logistics Plans
10. Missile Maintenance Squadron Commander
11. Munitions Maintenance
12. Plans and Programs
13. Traffic Management
14. Vehicle Maintenance
15. Vehicle Operations
16. Zero Overpricing in Air Force Acquisition

Part H--Manpower Management

1. Functional Review Program

2. Manpower Authorization Change Request (MACR)
3. Management Advisory Study
4. Commercial Activities Program
5. Capital Investment Program
6. SA Readiness Investment Program (RIP)
7. Air Force Suggestion Program

Part I--Personnel (Civilian)

1. Appeal & Grievance Procedures
2. Civilian Career Management
3. Discipline & Adverse Actions
4. Dress & Appearance
5. Drug & Alcohol Abuse Prevention and Control Program
6. Employee Development & Training
7. Equal Employment Opportunity (EEO)
8. Filling Positions
9. Injury Compensation
10. Labor Management Relations
11. Leave and Other Absence
12. Management Evaluation
13. Nonappropriated Fund Employees
14. Operating a Position Management Program
15. Performance Appraisal Program
16. Performance Awards Program
17. Position Classification
18. Supervisor's Records

Part J--Personnel (Military)

1. Airman Assignments
2. Airman Discharges
3. Airman Promotions
4. Airman Retraining Program
5. Ancillary Training Program
6. Casualty Services
7. Contingency OPLAN/DND Tasking
8. Control Rosters
9. Desertion and Unauthorized Absenteeism
10. Dress and Personal Appearance of Air Force Personnel
11. Drug/Alcohol Abuse Control
12. Education Services Program
13. Equal Opportunity/Human Relations
14. Family Support Center
15. Formal Training
16. Leave Policy
17. Mobility Processing Unit (MPU)
18. NCO Residence/In-Residence Professional Military Education
19. Officer Assignments
20. Officer Career Development
21. Officer Involuntary Discharge
22. Officer Professional Military Education
23. Officer Promotions Propriety Actions
24. On-the-Job Training
25. Performance Documentation

26. Permissive TDY
27. Personnel Reliability Program
28. Recognition Programs
29. Reserve Forces Affairs
30. Single Member Parents (SMP) and Military Couples with Dependent Children (MCDC)
31. TDY Manning Assistance
32. Unfavorable Information Files
33. Unit Career Counseling
34. Unit Retention Program

Part K--Public Affairs

A Public Affairs Primer for Squadron Commanders

Part L--Safety

1. Safety Responsibilities
2. Safety Education and Publicity
3. Safety Training
4. Combat Crew Articles
5. Unit Safety Awards
6. Unit Safety Representatives
7. Safety Meetings
8. Safety Surveillance Program
9. Nuclear Safety
10. Hazard Reporting
11. Mishap/Incident Reporting
12. AFMV Mishap Prevention
13. Private Motor Vehicle Mishap Prevention

14. Occupational Safety and Health Program

15. Explosives Safety

Part M--Security Police

1. Crime Prevention Programs

2. Information, Industrial, and Personnel Security Programs

3. Physical Security Program

4. Resources Protection Program

5. Security Police Services

Part N--Surgeon

Health-Related Problems

APPENDIX B--THE TACTICAL AIR COMMAND

Section I--Course Information

Course Title: Squadron Commander's Course

Course Length: Five days

Course Frequency: Six times a year

Course Grade Requirements: Captain through Lieutenant Colonel

Course Location: HQ TAC; Langley Air Force Base, Virginia

Course OPR: HQ TAC/DPATL (Autovon 574-5421)

Section II--Briefing, Discussion, and Seminar Topics

1. Commander's Roles and Responsibilities
2. Operations Briefing
3. Personnel Briefing
4. 1AF Mission Briefing
5. Command Records Review
6. Functional Visits
7. Engineering and Services Briefing
8. Legal Briefing
9. Assignment Issues Briefing
10. Personnel Panels
11. Inspector General Briefing
12. Public Affairs Briefing
13. Personnel Contingency Management Briefing

14. Plans & Manpower Briefing
15. Social Actions Briefing
16. Challenge of Command (With the TAC Command Section)
17. TAF Requirements Briefing
18. Security Police Briefing
19. Logistics Briefing
20. Health Services Briefing
21. Comptroller Briefing
22. Staff Discussion (With SP/JA/OSI/DPZ)
23. Casualty Panel (With HC/JA/DEH/DPAP)
24. Intelligence Briefing

Section III--TAC Squadron Commanders' Course Booklet

Part A--Personnel

1. Goals & Organizational Principles
2. Civilian Personnel
3. CBPO/Squadron Relationship
4. The OER and the Selection Process
5. Retention
6. Off-Duty Education
7. Promotions
8. Airman Discharges
9. Absent Without Leave (AWOL)
10. Personnel Reliability Program (PRP)
11. Control Roster
12. Retirement Processing

13. Dependent Care
14. Advance/Excess Leave
15. Casualty Services Program
16. Physical Fitness/Weight Management Program
17. Classification
18. Retraining
19. Formal Training and On-the-Job Training (OJT)
20. Individual Mobilization Augmentee (IMA)
21. NCO Professional Military Education (PME)
22. Airman Assignments
23. Morale, Welfare, and Recreation (MWR)
24. Social Actions

Part B--ATC Training Advisor

ATC Training Advisor

Part C--Plans

Manpower Management

Part D--Safety

Safety

Part E--Engineering and Services

1. Services
2. Civil Engineering

Part F--Administration

Administration

Part G--Chaplain

Chaplain

Part H--Comptroller

Comptroller

Part I--Logistics

1. Combat Oriented Maintenance Organization
2. Supply
3. Contracting
4. Transportation
5. Squadron Mobility
6. Explosives Ordnance Disposal (EOD)
7. Munitions Supply (FK)
8. Combat Armament Support Team (CAST)
9. Combat Munitions Unit (CMU)

Part J--Judge Advocate

Staff Judge Advocate

Part K--Operations

Airspace Management

Part L--Public Affairs

Public Affairs

Part M--Inspector General

Inspector General

Part II--Surgeon General
Health Services